

Making Moral Decisions

LEVEL 2	5 TCE CREDIT POINTS
COURSE CODE	RLP205115
COURSE SPAN	2015 — 2019
READING AND WRITING STANDARD	NO
MATHEMATICS STANDARD	NO
COMPUTERS AND INTERNET STANDARD	NO

This course was delivered in 2019. Use [A-Z Courses](#) to find the current version (if available).

Making Moral Decisions introduces learners to ethics

It examines some major ethical theories, concentrating on normative ethics, the study of moral philosophy, which determines the content of moral behaviour by providing guides. The impact of religion and associated ethical perspectives that impact on values, beliefs and ideas in the social, political and cultural processes of our world is essential for learners to consider and understand to assist them to become active, informed and global citizens. Making Moral Decisions will provide learners with the opportunity to investigate religious and secular worldviews, the role of beliefs and values in society and engage in critical enquiry about a range of ideas. The course aims to develop learners' understanding of normative ethical theories and how these ethical perspectives are evident in a number of worldviews practised in Tasmania today. They will develop their own reasoned and critical responses to various religious, philosophical and ethical dilemmas. Even though learners may not face some of the dilemmas covered in this course, thinking and working through the processes of making moral decisions may help provide them with an understanding of how decisions are made, the framework to assist with decision making and the factors that need to be considered when arriving at a possible cause of action. A central goal of the course is encouraging learners to come to a clearer and critical understanding of their own values and beliefs, as well as those of others, emphasising the important connections between moral beliefs and behaviour.

Course Description

This course is designed to introduce learners to basic ethical theory and will emphasise the important connections between moral beliefs and behaviour. It will give learners a guide to help them understand why ethical dilemmas occur and challenge them to develop their own moral theories.

The course has two compulsory content areas:

- an introduction to moral and ethical theory
- contemporary ethical dilemmas.

Rationale

Making Moral Decisions is a course that introduces learners to ethics. It examines some major ethical theories and concentrates on normative ethics. The impact of religion, values, beliefs and ideas in the political and cultural processes of our world is essential for learners to consider and understand and to assist them to become active, informed and global citizens.

Making Moral Decisions will provide learners with the opportunity to investigate the role of belief and values in society and engage in critical enquiry about a range of ideas. The course aims to develop learners' understanding of ethical theories and how these theories are evident in a number of world views practised in Tasmania today. They will develop their own reasoned and critical responses to various religious, philosophical and ethical dilemmas. Even though learners may not face some of the dilemmas covered in this course, thinking and working through the processes of making moral decisions may help provide them with an understanding of how decisions are made and the factors that need to be considered when arriving at a possible course of action and a framework to assist with their decision making.

Encouraging learners to come to a clearer and critical understanding of their own values and beliefs, as well as those of others, is a central goal of this course. In order to assist teachers to respond to the diversity of learning needs, Making Moral Decisions has a flexible structure containing a range of dilemmas from which to choose.

Learning Outcomes

On successful completion of this course, learners will be able to:

1. identify a range of ethical theories, and religious and secular world views, whose values may be different from their own
2. communicate ideas and information about morals and ethics
3. select, collect and organise information on ethical dilemmas from a variety of sources
4. be able to apply ethical theories, and religious and secular world views in order to understand ethical dilemmas and their context
5. be able to apply skills in reasoning and enquiry
6. use evidence to support presentation of ideas, arguments and conclusions
7. be able to apply referencing/citation methodology.
8. Additionally, learners may be able to identify their own beliefs, values and experiences.

Access

Learners will be required to periodically interact with members of a group.

Pathways

This course is designed for learners looking for pathways to further study and work. It can lead to a variety of Level 3 senior secondary courses such as studying Philosophy, Legal Studies and Studies of Religion.

It has vocational links to such career areas as social work, journalism, community development, social welfare, chaplaincy, teaching, law and politics.

Resource Requirements

Learners will need to have periodic access to relevant ICT hardware, access to the internet and software for presentation of ideas.

Course Size And Complexity

This course has a complexity level of 2.

At Level 2, the learner is expected to carry out tasks and activities that involve a range of knowledge and skills, including some basic theoretical and/or technical knowledge and skills. Limited judgement is required, such as making an appropriate selection from a range of given rules, guidelines or procedures. VET competencies at this level are often those characteristic of an AQF Certificate II.

This course has a size value of 5.

Course Content

Area 1: An Introduction to Moral and Ethical Theory

The following topics underpin this course. It is suggested that up to 20 hours is devoted to this content area.

1. The need for and purpose of morality

- How does moral behaviour help prevent society from disintegrating?
- How do moral codes help reduce human suffering?

2. How moral decisions are made

- Factors influencing moral decision-making: conscience, rules and laws, knowledge of particular circumstances
- The impact of the beliefs and values of world views.

3. Moral world views: Religious, Humanist and Ethical Egoist

- Ideas about right and wrong come from traditions we follow
- Dominant traditions in Tasmania include the Christian, Humanist and the Egoist
- One other religious world view to be considered, either Buddhist or Islamic or Hindu.

4. Ethical theories: Deontological and Teleological

- A brief overview of Deontological theories such as Natural Moral Law, Kantian Ethics, Divine Command
- A brief overview of Teleological theories such as Utilitarianism, Situation Ethics and Egoism.

Area 2: Contemporary Ethical Dilemmas

This area of study will be constructed to suit learners' particular needs and interests. Learners must study at least **three (3)** topics and their context. It is expected that content from Area 1 are embedded within the topics. It is suggested that approximately 30 hours is devoted to this area of the course (around 10 hours per topic).

Three or more topics will be chosen from the following list:

- abortion
- environmental sustainability
- human cloning
- human rights (one or more of the following: children, indigenous Australians, same sex relationships, refugee and asylum seekers)
- moral citizenship
- poverty and disadvantage
- voluntary euthanasia.

Assessment

Criterion-based assessment is a form of outcomes assessment that identifies the extent of learner achievement at an appropriate end-point of study. Although assessment – as part of the learning program – is continuous, much of it is formative, and is done to help learners identify what they need to do to attain the maximum benefit from their study of the course. Therefore, assessment for summative reporting to TASC will focus on what both teacher and learner understand to reflect end-point achievement.

The standard of achievement each learner attains on each criterion is recorded as a rating of 'C' (satisfactory standard) or 'A' (high standard) according to the outcomes specified in the standards section of the course document.

A 't' notation must be used where a learner demonstrates any achievement against a criterion less than the standard specified for the 'C' rating. The 't' notation is not described in course standards.

A 'z' notation is to be used where a learner provides no evidence of achievement at all.

Providers offering this course must participate in quality assurance processes specified by TASC to ensure provider validity and comparability of standards across all awards. To learn more, see TASC's [quality](#)

[assurance](#) processes and [assessment](#) information.

Internal assessment of all criteria will be made by the provider. Assessment processes must gather evidence that clearly shows the match between individual learner performance, the standards of the course and the learner's award. Providers will report the learner's rating for each criterion to TASC.

Quality Assurance Process

The following processes will be facilitated by TASC to ensure there is:

- a match between the standards of achievement specified in the course and the skills and knowledge demonstrated by learners
- community confidence in the integrity and meaning of the qualification.

Process – Each provider is responsible for ensuring the integrity and validity of their assessment results against the requirements of the course, including standards, and for maintaining records and documentation that will demonstrate the integrity, accuracy and validity of the award decisions they make each year.

Where TASC identifies sufficient potential for concern about the integrity or validity of a provider's award decisions it will undertake an investigation. After such an investigation is completed, TASC may take action under Section 33 of the *Office of Assessment, Standards and Certification Act 2003* as it considers appropriate, including but not limited to:

- giving the school/college a direction in relation to the provision or assessment of the course (section 33 (2))
- refusing to accept results for this course from the provider (section 33 (4)).

Criteria

The assessment for Making Moral Decisions Level 2 will be based on the degree to which the learner can:

1. identify ethical theories, and religious and secular world views
2. identify responses of religious and secular world views to ethical dilemmas
3. use evidence to support presentations of ideas
4. use reasoned argument to discuss ethical dilemmas

Standards

Criterion 1: identify ethical theories, and religious and secular world views

The learner:

Rating A	Rating C
describes ethical theories and world views	outlines ethical theories and world views
explains similarities and differences between the ways of seeing the world	identifies similarities and differences between religious and secular ways of seeing the world
appropriately uses key terms.	appropriately uses a number of key terms.

Criterion 2: identify responses of religious and secular world views to ethical dilemmas

The learner:

Rating A	Rating C
explains the ideas and points of view relating to ethical dilemmas	restates a set of ideas and points of view about an ethical dilemma
explains how religious or secular world views respond to ethical dilemmas	outlines how a religious or secular world view responds to an ethical dilemma
explains the connections between what is believed and what is done	identifies the connections between what is believed and what is done
explains effect of context on ethical dilemmas.	outlines context of an ethical dilemma.

Criterion 3: use evidence to support presentations of ideas

The learner:

Rating A	Rating C
locates a wide range of information sources	locates a limited range of information sources
effectively uses strategies to locate information in sources	uses strategies (such as skim reading and scanning) as directed to locate information in sources
effectively uses a range of tools and strategies (such as graphic organisers and note taking) to collect and organise information	uses tools and strategies (such as graphic organisers and note taking) to collect and organise information
uses a wide range of evidence when discussing ethical dilemmas	refers to evidence when discussing ethical dilemmas
uses appropriate referencing/citation methods	uses referencing/citation methods as directed
communicates information about ethical dilemmas in writing, demonstrating fluency and consistent control of language and expression.	communicates information about ethical dilemmas in writing, demonstrating some control of language and expression.

Criterion 4: use reasoned argument to discuss ethical dilemmas

The learner:



Rating A	Rating C
clearly explains an idea or assertion	clearly states an idea or assertion
identifies connections and contradictions in thinking	identifies connections in thinking
presents a coherent, reasoned position on a dilemma	presents a position on a dilemma
uses logical arguments to persuade others	uses ideas to persuade others
identifies and responds to objections to arguments	identifies an objection to an argument
compares and contrasts ideas and arguments between world views	notes similarities and differences between ideas and arguments.
makes appropriate evaluative judgements.	

Qualifications Available

Making Moral Decisions Level 2 (with the award of):

HIGH ACHIEVEMENT

SATISFACTORY ACHIEVEMENT

PRELIMINARY ACHIEVEMENT

Award Requirements

The final award will be determined by the Office of Tasmanian Assessment, Standards and Certification from 4 ratings

The minimum requirements for an award in Making Moral Decisions Level 2 are as follows:

HIGH ACHIEVEMENT (HA)

3 'A' ratings, 1 'C' rating

SATISFACTORY ACHIEVEMENT (SA)

4 'C' ratings

PRELIMINARY ACHIEVEMENT (PA)

2 'C' ratings

Course Evaluation

The Department of Education's Curriculum Services will develop and regularly revise the curriculum. This evaluation will be informed by the experience of the course's implementation, delivery and assessment.

In addition, stakeholders may request Curriculum Services to review a particular aspect of an accredited course.

Requests for amendments to an accredited course will be forwarded by Curriculum Services to the Office of TASC for formal consideration.

Such requests for amendment will be considered in terms of the likely improvements to the outcomes for learners, possible consequences for delivery and assessment of the course, and alignment with Australian Curriculum materials.

A course is formally analysed prior to the expiry of its accreditation as part of the process to develop specifications to guide the development of any replacement course.

Course Developer

The Department of Education acknowledges the significant leadership of The Hutchins School in the development of this course.

Expectations Defined By National Standards In Content Statements Developed by ACARA

There are no content statements developed by ACARA that are relevant to this course.

Accreditation

The accreditation period for this course is from 1 January 2015 to 31 December 2019.

Version History

Version 1 – Accredited on 19 May 2014 for use in 2015 to 2019. This course replaces Making Moral Decisions (RLP205110) that expired on 31 December 2014.

Supporting documents including external assessment material

-  [RLP205115 CourseAccreditation.pdf](#) (2017-07-21 01:05pm AEST)



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